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ABSTRACT

This is the final evaluation report of a senior high school Humanistic Studies Program. This ongoing program was begun in the 1972-73 school year at Woodson Senior High School, Washington, D.C., to provide interdisciplinary academic and cultural experiences to students in grades 10-12 in art, music, literature, social studies, and history. The first half of the evaluation report identifies the program objectives, describes program operations and performance, and analyzes the performance of participating students within each program area as evidenced by test results on standardized and nonstandardized tests. Results show that the program improved student reading and writing skills to a greater extent than other classes. Students also gained a greater ability to analyze and verbalize problems and issues in a logical, consistent frame of thought. Student test results also show marked improvements in academic achievement. The appendices, which comprise half of the report, contain the test instruments used in the evaluation and data results of the evaluation. (Author/RM)

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HUMANISTIC STUDIES:

ACADEMIC AND CULTURAL ENRICHMENT PROJECT:

TITLE III PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA

EVALUATION FINAL REPORT 1975-76

JULY, 1976

SØ 009 529

CONTEMPORARY ASSOCIATES, INC.
525 SCHOOL STREET, SOUTHWEST • SUITE 333 • WASHINGTON, D. C. 20024

TITLE III/IV PROJECT:

HUMANISTIC STUDIES: ACADEMIC AND CULTURAL ENRICHMENT

FINAL EVALUATION REPORT

(CONTRACT NO.: 0570-AA-NS-N-6-GA)

Coordinated under the direction of
the Division of Research and Evaluation,
Public Schools of the District of Columbia,
415 Twelfth Street, Northwest, Room 1013,
Washington, District of Columbia

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The authors also acknowledge the efforts of Nannette P. Henry, and Catherine Davis in the collection and codification of data and Pamela Richards for typing and assembling the final report.

EXECUTIVE SUMMARY

The Humanistic Studies: Academic and Cultural Enrichment Project is an interdisciplinary prototype in academic and cultural enrichment embracing art, drama and literature, music, social studies and film study. The Project began in the 1972-73 school year and is in its third year of operation.

The context in which this evaluation is performed is to provide the greatest information to the Project staff and School System personnel for future program planning and implementation. Therefore, this final report of the evaluation of the Humanistic Studies: Academic and Cultural Enrichment Project is addressed to a variety of audiences interested in improving humanities studies and curricula for secondary school and college students.

The Humanistic Studies Program at Woodson Senior High School is a program developed to provide interdisciplinary academic and cultural experiences to students in the 10th, 11th and 12th grades in art, music, literature, social studies and history.

The program is under the supervision of a director, a coordinator, a counselor, an assistant coordinator, and, various teaching personnel.

Students and teachers felt the Humanistic Studies Program had two major objectives: a) preparation for college, and 2) greater understanding and exposure to culture. Students and teachers felt the program's classes were different from other programs. Students felt that you knew what is expected of you, teachers were more helpful, classes were more reality-oriented, one must study to keep up, the work was more challenging, but they better prepared you to make choices.

The majority of students and teachers report that the program improved students' reading and writing skills to a greater extent than other classes. And teachers report that students also gained a greater ability to analyze and verbalize problems and issues in a logical consistent frame of thought. Student results on the STEP test show marked improvements in academic achievement. The test was administered by the (In-House) Formative evaluator to students in Step I and Step II, when students entered the program in September and in January. Table 3 and 4 show pre- and post-test results on STEP reading tests for students in Step and II of the Humanistic Studies. The results show that over 85% of Step I and 86% of Step II students gained at least 1 grade level in reading after 4 months in the program. The greatest gain shown by a student was 4 grade levels.

TABLE OF CONTENTS

	Page
Acknowledgements	i
Executive Summary	ii
Table of Contents	iii
List of Tables and Figures	iv
Introduction	v
PART I	
Audience for the Evaluation	1
Program Overview	3
Evaluation Design	7
PART II	
Analysis of Evaluation Findings	13
Evaluation Results	17
Implications and Recommendations	23
APPENDICES	
A. Instruments	
B. Results of Data Tabulations and Codification	
C. Data Results for Formative (In-House) Evaluation	
D. Program Description	

LIST OF TABLES AND FIGURES

Tables

1. Table 1 - Step I Students, Pre-Test and Post-Test Scores on Step Reading Test. 18

2. Table 2 - Step II Students, Pre-Test and Post-Test Scores on Step Reading Test. 19

Figures

1. Figure 1 - Analysis of Teaching Staff by Subject Area. . . 4

2. Figure 2 - Students Participating in the Humanistic Studies Program During the 1975-76 School Year. 4

3. Figure 3 - Humanistic Studies System 8

4. Figure 4 - Humanistic Studies: Academic and Cultural Enrichment Project. 9

5. Figure 5 - Humanistic Studies: Academic and Cultural Enrichment Project. 9

6. Figure 6 - Humanistic Studies: Academic and Cultural Enrichment Project - Data Collection Schedule . 12

7. Figure 7 - Absenteeism of Regular Humanities Classes . . . 21

8. Figure 8 - Absenteeism of Humanistic Studies (Step I and Step II). 22

INTRODUCTION

The Humanistic Studies: Academic and Cultural Enrichment Project is an interdisciplinary prototype in academic and cultural enrichment embracing art, drama and literature, music, social studies and film study. The Project began in the 1972-73 school year and is in its third year of operation.

The operational emphasis of the Project in the three years has been the development, implementation and documentation of a model program which can be disseminated to other schools in the District of Columbia.

The major purpose of this Report is to provide a complete description of the activities implemented in the Humanistic Studies Program this year and to present the specific evaluation procedures and findings instituted to measure program implementation level.

The major worth of this evaluation effort is the utility of its results in the educational environment. Therefore, a necessary characteristic of the evaluation activities was continual feedback and dialogue between the Project staff, the evaluation officer and the evaluator.

The information presented in this report is meant to serve as a tool for examining the current Humanistic Studies Program to improve its effectiveness in serving the educational needs of those students currently participating in the program and for future program participants.

PART I

AUDIENCE FOR THE EVALUATION

The major purpose of this evaluation is to measure the extent to which the objectives of the Humanistic Studies: Academic and Cultural Enrichment Program have been implemented and accomplished.

Education researchers have come to realize that evaluation simply for evaluation sake serves little or no purpose. This Evaluator believes that the utility of an evaluation is increased when both the evaluator and those being evaluated are interested in the total process. The total process in this instance refers to the causal relationship or a practical explanation of the how(s) and why(s) related to the findings of an evaluation. Specifically, greatest value is derived from evaluation when the process is not a one-shot nor one-dimensional experience. That is, the evaluation does something more than merely answer the question of whether or not the program is achieving its objectives.

The context in which this evaluation is performed is to provide the greatest information to the Project staff and School System personnel for future program planning and implementation. Therefore, this final report of the evaluation of the Humanistic Studies: Academic and Cultural Enrichment Project is addressed to a variety of audiences interested in improving humanities studies and curricula for secondary school and college students.

- National educators concerned with the relevance and need for curriculum change and reform to meet current needs and demands for articulation between real life and the school's academic program. Also, curriculum evaluation experts concerned with matching measures of learning with that which is learned.

- Board of Education Public Schools of the District of Columbia with whom rests the opportunity to share the potential worth and value of this program with the nation's schools as a whole is an example of solutions to the crisis of the school curriculum gap in America.

- Superintendent of Schools of the Public Schools of the District of Columbia and other administrators who must realize the potential answer this program presents to the school system curriculum dirth in the humanities and related areas, and who ultimately determine the future of this Project.

- Local humanities program directors and teachers who must decide where and how to implement and disseminate the project and then provide adequate support and technical assistance in ensuring program effectiveness.

- Parents and community members who must be the recipients of the success or failure of the child's preparedness to find a life in the society based on his schooling.

- Students whose lives are ultimately determined and/or influenced by the opportunities presented each to prepare for living in the school setting.

PROGRAM OVERVIEW

The Humanistic Studies Program at Woodson Senior High School is a program developed to provide interdisciplinary academic and cultural experiences to students in the 10th, 11th and 12th grades in art, music, literature, social studies and history.

The program is under the supervision of a director, a coordinator, a counselor, an assistant coordinator, and, various teaching personnel.

The director of the program is responsible for the management and administration of the program along with an assistant principal for curriculum and other personnel. The director is responsible for approval and development of teaching staff, design and direction of course offerings and curriculum development.

The coordinator of the program is responsible for coordinating the program on all levels. The coordinator is the person who facilitates the ordering of textbooks and supplies, arranging field trips, securing speakers and guest consultants, planning sessions, keeping the Principal and Project Director appraised of the progress and needs of the course, collecting and distributing materials, collaborating activities and exchange programs and reviewing materials to be utilized in the Program. She arranges team teaching, scheduling, recruitment and orientation of students; conducts bi-weekly staff development and planning sessions; and assists in review of syllabi, report writing, etc.

The Counselor has the major responsibility for the formative (internal) evaluation activities; he designs the evaluation and testing procedures; identifies appropriate measures along with the project director and other staff, and administers instrumentation as appropriate to measure program progress. He counsels students, and, coordinates with parents and the community for program participation.

The Assistant Coordinator is responsible for providing assistance to the coordinator in procuring books and supplies, arranging travel, establishing and maintaining visual files and records, arranging for audio-visual program needs, etc.

Auxiliary personnel serving the program include the principal and the assistant principal for curriculum.

The program utilizes 7 teaching staff persons in the subject areas shown in Figure 1.

FIGURE 1

ANALYSIS OF TEACHING STAFF BY SUBJECT AREA

PROGRAMS SUBJECT AREAS	STEP I	STEP II	STEP III
Art	1	1	1
Music	1	1	1
Literature	2	2	1
History	1	1	1
Social Studies	1	1	Not Applicable
Philosophy	Not Applicable	Not Applicable	1
Science	1	1	1

The program serves a total of 138 students this year as shown in Figure 2. Fifty-two (52) students participate in Step 1 of the program, sixty-two (62) in Step 2, and twenty-four (24) in Step 3.

Figure 2

STUDENTS PARTICIPATING IN THE HUMANISTIC STUDIES PROGRAM DURING THE 1975-76 SCHOOL YEAR

Number of Students Participating:

Step 1	52
Step 2	62
Step 3	24
Total	138

The program is an integral part of the regular school program with classes scheduled as shown in Table 1 (See Appendix of Tables).

The Humanistic Studies: Academic and Cultural Enrichment Project has the following objectives:

1. To provide students in Humanities with an academic and cultural enrichment program which will prepare them for further engagement in research, the professional and performing arts, career studies, and which in addition will deepen their own sense of worth;

2. To provide opportunities for students to transcend the narrow environs of their immediate physical and social community so that they may identify similarities in all cultures as well as the dissimilarities which make each setting unique;

3. To provide a forum for the exchange of ideas among students, non-Humanities teaching staff and visitors touching on some particular problem related to a phase of study, a humanities theme, a social issue, or a philosophical concept (problems including those of cultural pluralism, racism, implications of bidialectism, ghettocism, racial heritage, and racial pride);

4. To present the inter-relatedness of the scientist and the humanist in today's world;

5. To communicate the techniques of informed listening and viewing and to develop improved skills in writing and reading.

The Humanistic Studies Program is a three-step program involving intra and extra school course experiences for students of the Woodson Senior High School. The steps are as follows:

- STEP I -- AMERICAN STUDIES

Content: A course conceptualized around two themes: (1) Search for the American Identity, and (2) Search for self. The course is an interrelated study of the social, economic, political, and cultural forces which define the individuals who discovered, settled, formed, developed, and expanded this nation to create the "American mystique".

It embraces the study of the contemporary and historical American people (the Anglo-European, American, Afro-American, and Spanish-speaking American), their literature, art, music and dance from the Renaissance background to the Contemporary America in six major units: Renaissance Man; Puritan Man; Revolutionary Man; Frontier Man; Rise and Fall of the Great American Dream - the Disillusioned Man and Contemporary Man.

Participation Logistics: The course is offered over a two-period time span.

Criteria for Student Participation: Students must be in their sophomore year and matriculating in the Humanities Studies program.

Credits: Two Carnegie units of credit are given for the course -- one credit in English and one in American History.

- STEP II -- BRITISH LITERARY HERITAGE

Content: A course conceptualized to provide the student with experience in related music and art. Complete works of some British writers who have achieved recognition for generations because of their dominant influence on world culture are studied thematically together with representative works from former British colonies of Africa, India and the West Indies. The literature is studied as a response to the human condition. The music and art relate to the historical periods in which the works are set.

Participation Logistics: The course is offered over a one-period time span.

Criteria for Student Participation: Students must be in their junior year and matriculating in the Humanities Studies Program.

Credits: One Carnegie unit of credit in English is given for this course.

- STEP III -- WORLD CULTURE

Content: A team-taught course, multi-ethnic and multi-ethic in content, follows a cultural-epoch, thematic approach in music, art, literature and drama, science and philosophic studies. The science is studied in relation to human values and the philosophy in terms of the currents reflected in the literature. Four themes of universal concern are explored: (1) the search for self, (2) the search for meaning, (3) the search for freedom, and (4) the search for values.

Participating Logistics: The class is scheduled for two consecutive periods a day with an option period once a week.

Criteria for Student Participation: Students must be in their senior year and participating in the Humanities Program to be eligible for this course.

Credits: Not a core curriculum course.

EVALUATION DESIGN

The Humanistic Studies: Academic and Cultural Enrichment Project is an innovative approach to the teaching of Humanities. It is a Title III-funded project and is an educational research project to develop a prototype for Humanities studies for secondary schools. The Project is organized on the IVD research model. The time frame for Implementation (I), Validation (V) and Dissemination (D) of Title III projects is a three year period for the I and V phases followed by the D phase after the third year. The Humanistic Studies: Academic and Cultural Enrichment Program has Implemented and has Validated a model for dissemination. The approach of this evaluation is to examine the model program as developed, to document the major disseminable elements of the project and to evaluate the effectiveness or impact of the project developed on those subjects participating.

The evaluation design utilized in this evaluation is the CIPI model (C-Content, I-Inputs, P-Processes, I-Impacts).

One essential element of this evaluation was to explore indepthly the impact of this program on all student participants and to measure the behavioral changes of those students participating versus those students not participating matched on certain dependent variables such as grade, age, sex, attendance, academic achievement, home, background, etc.

The Humanistic Studies Program operational at Woodson Senior High School offers an interdisciplinary course in academic and cultural enrichment embracing art, drama and literature, music, social studies and film study. The courses are taught by specialists. The basic purpose of this study is to evaluate and document the extent to which progress has been made toward achieving the program's objectives. In essence, the following evaluation research questions were used as guides:

What has happened to students and teachers in the Humanistic Studies Program?

Why it happened?

How effective was what happened?

These program effectiveness questions were utilized to identify, evaluate and document critical variables in the program.

The overall objective of this study is the assessment of the effectiveness of the Humanistic Studies Program in: (a) providing students with a substantive and enriching program; (b) expanding the cultural exposure of students; (c) establishing a symposium for

free exchange of ideas between students and adults, and to bring together diverse disciplines in an expression of one central theme; (d) bringing together the humanist and the scientist; and (e) improving the students' reading skills.

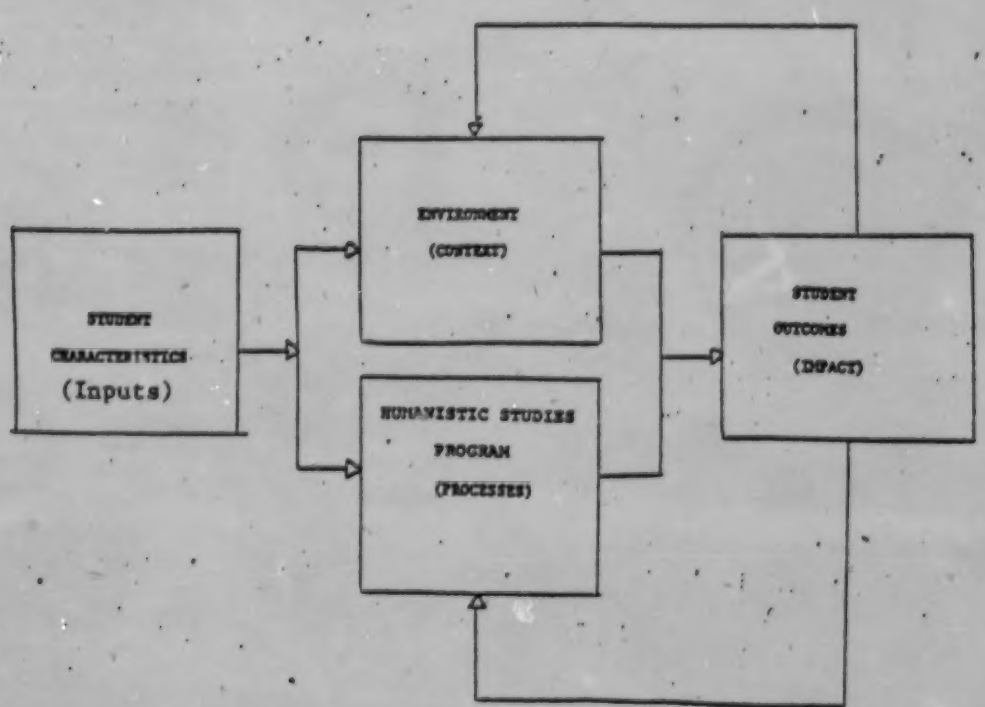
The more specific objectives of this evaluation are:

- to identify program elements and terminal objectives;
- to analyze and describe program operations and performance;
- to analyze the performance of the participating students within each program area as evidenced by test results on standardized and non-standardized tests.

The interactions and relationships between student performance, the Humanistic Studies Program processes, and the environmental context constitute the system utilized in evaluating this program. This system is represented in Figure 3. The following major elements of the system were evaluated:

- Student and Teacher Characteristics (Inputs);
- The Environment (Context);
- The Program (Processes);
- Student Outcomes (Outputs).

FIGURE 3



POPULATION AND SAMPLING DESIGN:

Sampling Plan

Because the population of the Humanistic Studies Program was intact and small, the evaluator's sampling plan projected a 65% to 75% minimum respondent level from all groups administered instrumentation.

Student Population and Sample

Figure 4 below gives the actual populations of students participating in each program step or phase. Also represented is the actual sample or number of subjects responding to the student questionnaire administered by the data collectors for this external evaluation.

FIGURE 4

HUMANISTIC STUDIES: ACADEMIC AND CULTURAL ENRICHMENT PROJECT

Student Participating Population and Evaluation Sample

STEP	GRADE	POPULATION	SAMPLE	% RESPONDENTS
I	10	P = 52	N = 42	81
II	11	P = 62	N = 39	63
III	12	P = 24	N = 18	75

Teacher Population and Sample

Figure 5 gives the actual teacher population and teacher subjects completing the teacher questionnaire administered by the data collectors for the external evaluators. The Project Coordinator and the Project Counselor were included in this sample.

FIGURE 5

HUMANISTIC STUDIES: ACADEMIC AND CULTURAL ENRICHMENT PROJECT

Teacher Population

Teachers	P*	N*	% Respondents
Step I	6	6	100
Step II	1	1	100
Step III			100

*Note: Teachers are only counted in 1 Step although they may teach in several Steps.

Instrumentation

The following instruments were developed and administered to evaluate the Humanistic Studies Program.

1. Student Questionnaire
2. Teacher Questionnaire
3. Auxiliary Personnel Questionnaire
4. Parent Questionnaire
5. Program Data Sheet.

1. Student Questionnaire

What do students participating in the Humanistic Studies Program perceive as the purpose of the program?

Do students view the Humanistic Studies class experiences as different and unique from their other classes?

How do students feel the program has affected and benefited them?

What is the students' perception of appropriate program participants?

What changes do students recommend for the program?

2. Teacher Questionnaire

What is the teachers' perception of the program's purpose?

What students do teachers consider the program most suitable for?

How do teachers perceive the program's effects on their teaching methodology and effectiveness?

What effects do teachers feel the program has had on students participating?

What recommendations do teachers participating in the program have for preparing other teachers to participate in the program?

3. Parent Questionnaire

What do parents perceive as the purpose of the Humanistic Studies Program?

How do parents feel the program has affected their students cognitively and affectively?

4. Auxiliary Personnel Questionnaire

How do principals and assistant principals feel the program has benefited the students participating?

How do principals and assistant principals feel the program has affected teachers participating in it?

What students do principals and assistant principals feel benefit from the program?

5. Program Data Sheet

What specific activities have been implemented by the program?

What personnel are responsible for implementing program activities?

What specific teaching content and instructional methodologies were students exposed to?

What materials and resources have been utilized by the program?

What plans have been made for expansion of the program in the next school year?

Data Collection

Figure 6 gives the evaluation data collection schedule. Two data collectors had the major responsibility for collection of data.

FIGURE 6

HUMANISTIC STUDIES: ACADEMIC AND CULTURAL ENRICHMENT PROJECT

Data Collection Schedule

Name of Data Gatherer	Date	School Site	Teacher/ Class	Population	Time	Instruments to be Administered
Williams Lawton	May 11, 1976	Woodson Senior High School	Art Rm 202 Literature Rm 702	N = 52 Step 1 Students	Second Period 10:10am	Student Questionnaire
Williams	May 11, 1976	Woodson Senior High School	Rm 702	Teachers Participating N = 6	Sixth Period 1:25pm	Teacher Questionnaire
Lawton Williams	May 12, 1976	Woodson Senior High School	Literature Rm 702	N = 24 Step 3 Students	Fourth Period 11:45am	Student Questionnaire
Williams	May 13, 1976	Woodson Senior High School	Literature Rm 702	N = 62 Step 2 Students	Third Period 10:59am	Student Questionnaire

- Data Codification and Documentation

All data was codified in numerical and statistical terms. Results were tabulated for each item and sub-item in consistent numerical terms. Most of the items on the questionnaires were pre-coded, therefore, data collected was tabulated in summative rating or Likert scales, and cumulative or Guttman scales. Many questionnaire items were structured to identify variations in the perceptions of respondents or were open-ended. These were coded using the same rating technique stated above when possible, other specific responses were listed.

- Data Results and Analysis

The specific results and analysis of data codification and tabulation for the student and teacher questionnaires and other data are presented in Part II of this report.

PART II

ANALYSIS OF EVALUATION FINDINGS

The evaluation findings are presented here. The findings are stated in direct response to the evaluation objectives which are stated as questions:

> 1. Were students in the Humanistic Studies Program provided with an academic and cultural enrichment program which prepared them for further engagement in research, the professional and performing arts, career studies, and which in addition deepened their own sense of worth?
>
> Yes, students' responses and teachers' responses to data reveal that students were provided with an academic and cultural enrichment program which prepared them for future engagement in research, the professional and performing arts, career studies and which deepened their own sense of worth.

Student questionnaire data revealed that 29% of all students participating in the Humanistic Studies Program felt that the program's purpose was to prepare them for college and 15% thought it was to prepare them for the future. Ten percent felt that the purpose was to develop reading and writing skills. Thirty percent of students thought the Humanities classes were different from other classes because they prepared you to make better choices, 25% because they were more reality-oriented, 53% because writing and other academic skills improved as a result of being in the classes and 36% because you always know what is expected of you. Fourteen percent of students thought the program had met their needs as a person because it improved academic skills, 11% because it increased their understanding of self and others, 9% because it prepared them for the future, and also because it gave them a realistic outlook on life and 5% because it made them more articulate and improved their self-development. Teacher responses indicated that most teachers felt the program prepared students for college, helped students make critical decisions to survive in the world and, to enable students to think and reason logically, debate, question and present daily happenings. Fifty-four percent of teachers also felt the ability of students to express ideas and thoughts in a logical and consistent manner as compared to students not in the program was much better, 14% thought greatly improved.

Students also felt that the program had influenced their lives. Fifty-two percent reported that as a result of the program they had changed their life goals, and 11% that it had helped them decide to go to college. The greatest program influence was shown with Step I students. Fifty-five percent of Step I students compared to 33% and 28% of Step II and Step III students respectively reported that the program helped them relate better to people. Additionally, 60% students report that the program's activities helped them improve their writing skills, 40% speaking skills, 23% leadership skills, and 24% skill in understanding themselves and their culture.

2. Were students provided opportunities to transcend the narrow environs of their immediate physical and social community so that they may identify similarities in all cultures as well as the dissimilarities which make each setting unique?

Yes, program data and student and teacher responses indicate that students were provided such opportunities.

Student data revealed that students were presented opportunities to transcend the narrow environs of their physical and social community. Thirty-five percent reported that the program's activities helped them develop skill in understanding people of other races and cultures, 15% reported skill in communicating with people of other races and cultures and 24% skill in understanding self and own heritage. Sixty-three percent reported the program helped them appreciate reading materials and knowledge of other cultures and 28% felt a major purpose of the program is to give greater understanding and exposure to cultures. Teachers felt the program provided students skills in seeing the interrelationships of man with everything about him.

3. Was a forum for the exchange of ideas among students, non-Humanities teaching staff and visitors touching on some particular problem related to a phase of study, a humanities theme, a social issue, or a philosophical concept (problems including those of cultural pluralism, racism, implications of bidialectism, ghettocism, racial heritage, and racial pride provided?

Yes, a forum for this exchange was provided as evidenced through program activities and student, teacher and project staff responses and through observations and visitations by the evaluator.

Program data reveal that students and teachers and visitors engaged in trips, visitations, etc. to discuss and delineate various social issues and philosophical concepts. Students spent a week in an ultra-caucasion, middle-class school and community. Students returned the visit. Students visited sites in Washington and the surrounding areas, e.g. Williamsburg, etc. Student data results reveal that 55% of students understood and appreciated art more as a result of the program, 34% history more and 40% literature more. Students' results reflect that 62% had not attended a play before program participation, 29% had not visited an art gallery and 17% had not attended a concert or symphony. Teachers felt the program gave students skills to analyze, verbalize, conceptualize and think critically, and give knowledgeable self expression via art or music. Teachers related greater exposure to other humanities areas other than their own and team teaching as major self-improvement and helpful activities for them. Also reported was the fact that ther was not enough planning time and that their experience was broadened as a teacher as a result of program participation. Teachers also reported that the program allowed them to try out new innovative approaches. Teachers reported that conferences with visiting consultants provided them with needed material and information, Trip to 1776 with Step I students gave clearer review of events leading up to signing of the Declaration of Independence.

4. Was the inter-relatedness of the scientist and the humanist in today's world presented?

Yes, program data and student and teacher questionnaire results reveal that the inter-relatedness of the scientist and the humanist in today's world was presented.

Program data revealed that students were presented many experiences in the humanist-scientist relationship. Various subjects teachers taught as a team or groups. Program materials were chosen and utilized based on this relatedness to various subjects. Teachers reflect that team-teaching opportunities which they engaged in were:

1. British and Third World Literature (Art Teacher);

2. Philosophy, Current Events in Literature (Science Teacher);

3. Music and Literature. "Brought Music of Victorian Age to Step II students whom I do not teach."

Forty-nine percent of students report the materials studied in this program are more related to everyday life than other classes.

5. Were the techniques of informed listening and viewing communicated in order to develop improved skills in writing and reading?

Yes, teacher and student questionnaire results reveal overwhelming response in this area.

Fifty-three percent of students report that their writing and other academic skills improved as a result of being in the Humanistic Studies classes, as compared to all other classes they attended. Fifty-two percent that the program met their need by helping improve their reading skills, 57% by helping improve their writing skills. Students designated program activities to help develop leadership skills 23%, decision making skills 15%, writing skills 60%, and speaking skills 40%. Sixty-two percent of students report that they have viewed television shows or movies which relate to the Humanistic Studies.

Teachers report that the reading ability of students in the Humanistic Studies Program is much better, 70% or has greatly increased 14% as compared to students in their other classes and that their writing skills are much better 56 or have increased 14%.

EVALUATION RESULTS

The major inputs of the Humanistic Studies Program are represented in Part I of this report (Program Overview). The major processes of the program are discussed in the Findings of this report. This section will discuss the major effects (products) of the Humanistic Studies. A cursory look at student and teacher response related to program effects of this summative evaluation, as well as some of the formative evaluation findings are discussed.

Students and teachers felt the Humanistic Studies Program had two major objectives, a) preparation for college and, 2) greater understanding and exposure to culture. Students and teachers felt the program's classes were different from other programs. Students felt that you knew what is expected of you, teachers were more helpful, classes were more reality-oriented, one must study to keep up, the work was more challenging but that they better prepared you to make choices.

The majority of students and teachers report that the program improved students' reading and writing skills to a greater extent than other classes. And teachers report that students also gained a greater ability to analyze and verbalize problems and issues in a logical consistent frame of thought. Student results on the STEP test show marked improvements in academic achievement. The test was administered by the (In-House) Formative evaluator to students in Step I and Step II, when students entered the program in September and in January. Table 1 and Table 2 show pre- and post-test results on STEP reading tests for students in Step I and Step II of the Humanistic Studies. The results show that over 85% of Step I and 86% of Step II students gained at least 1 grade level in reading after 4 months in the program. The greatest gain shown by a student was 4 grade levels.

TABLE 1

STEP I STUDENTS
PRE-TEST AND POST-TEST SCORES ON STEP READING TEST

Student Number	Pre-Test		Post-Test	
	Read Score	Grade Level	Read Score	Grade Level
1	288	8.8	310	11
2	288	8.8	300	10
3	258	6	275	7.5
4	269	6.9	280	8
5	279	7.8	305	10.5
6	272	7.2	275	7.5
7	282	8	285	8.5
8	286	8.5	305	10.5
9	267	6.6	278	7.5
10	284	8.5	292	9.2
11	268	6.6	260	6
12	265	6.5	269	6
13	284	8.5	295	9.5
14	275	7.5	285	8.5
15	264	6.5	260	6
16	279	7.9	210	11
17	284	8.5	290	9
18	279	7.8	290	9
19	283	8.5	280	8
20	275	7.5	290	9
21	264	6.5	270	7
22	278	7.8	280	8
23	286	8.5	295	9.5
24	284	8.5	300	10
25	276	7.5	275	7.5
26	284	8.5	290	9
27	268	6.6	285	8.5
28	267	6.6	280	8
29	268	6.6	280	8
30	280	8	290	9
31	269	6.9	270	7
32	282	8	290	8
33	270	7	256	6.5
34	276	7.5	280	8
35	278	7.9	280	8
36	265	6.6	260	6
37	266	6.6	280	8

TABLE 2

STEP II STUDENTS
PRE-TEST AND POST-TEST SCORES ON STEP READING TEST

Student Number	Pre-Test		Post-Test	
	Read Score	Grade Level	Read Score	Grade Level
1	295	8	295	9.5
2	288	8.8	290	9
3	278	7.8	285	8.5
4	282	8	295	9.5
5	286	8.5	305	10.5
6	276	7.5	283	8.3
7	282	8	305	10.5
8	295	9.5	295	9.5
9	276	7.5	283	8.3
10	285	8.5	300	10
11	286	8.5	310	11
12	293	9.2	310	11
13	287	8.6	295	9.5
14	282	8	285	8.5
15	293	9.2	312	11.2
16	285	8.5	290	9
17	291	9	310	11
18	291	9	295	9.5
19	287	8.6	289	9.1
20	287	8.6	295	9.5
21	280	8	289	8.9
22	279	7.8	294	9.4
23	289	8.9	295	9.5
24	291	9	310	11
25	284	8.5	305	10.5
26	284	8.5	295	9.5
27	283	8.5	290	9
28	291	9	300	10
29	281	8	300	10
30	266	6.6	285	8.5
31	293	9.2	310	11
32	287	8.6	295	9.5
33	281	8	300	10
34	284	8.5	295	9.5
35	278	7.8	279	7.9
36	284	8.5	300	10
37	280	8	280	8
38	293	9.2	315	11.5
39	284	8.5	292	9.2

Students report that assignments are challenging and that you really have to keep up but that library resources are not responsive to their material and resource needs for this program.

Students and teachers report that high and average achievers should be involved inthe program, but the majority indicate that the program is geared for college-bound students with high academic skills.

Students and teachers both recommend more trips related to program as a major program change.

Teachers relate that the program provided team teaching, workshops, conferences and other experiences and that all were helpful to them. Teachers report that they are not given enough planning time for a program of this kind and suggested that business meetings be held at times other than the planning period. Although results show that 70% of the teaching staff related faculty discussions and meetings as the most supportive activities.

Teachers recommended expanding this program to include other teachers in this school and others related that the following training and experience be provided new teachers:

1. Workshops, orientation, study of syllabi, through knowledge of subject matter, knowledge of all subject areas.

2. Course work, team teaching with experienced teacher.

3. In-depth inter-staff discussions to develop sound approaches.

4. Working knowledge of resources available in Washington, D.C. and other places to augment the teaching and learning experience.

Teachers made the following specific recommendations for changes to improve the program:

- More team teaching and teacher planning time;
- De-emphasis of the linear, sequential curriculum with more stress on specific concepts and ides;
- Greater input from teachers that are not a formal part of the Humanities staff;
- More trips out of building;
- A parent-student conference period;
- A period of composition and related skills;
- More supplies and equipment;
- More visiting consultants;
- An additional social studies teacher;
- A section in the school library expressly for humanities material.

Formative evaluation results show concurrence that students feel more study is required, more materials are present related to human concerns. That grammar is the major skill development area needed by students, and that students feel the course is most valuable for college preparation. (See Appendix C).

Formative evaluation results of students' attendance in Step I and II of the Humanistic Program compared to students in other humanities classes reveal that two times as many students show absenteeism in other courses as in the Humanistic Studies courses, - 32% total for other classes compared to 17%. In each of the class samples, (see Appendix C), attendance was two-three times less than for Humanistic Studies students. Dates and absenteeism are represented in Figures 7 and 8 below.

FIGURE 7

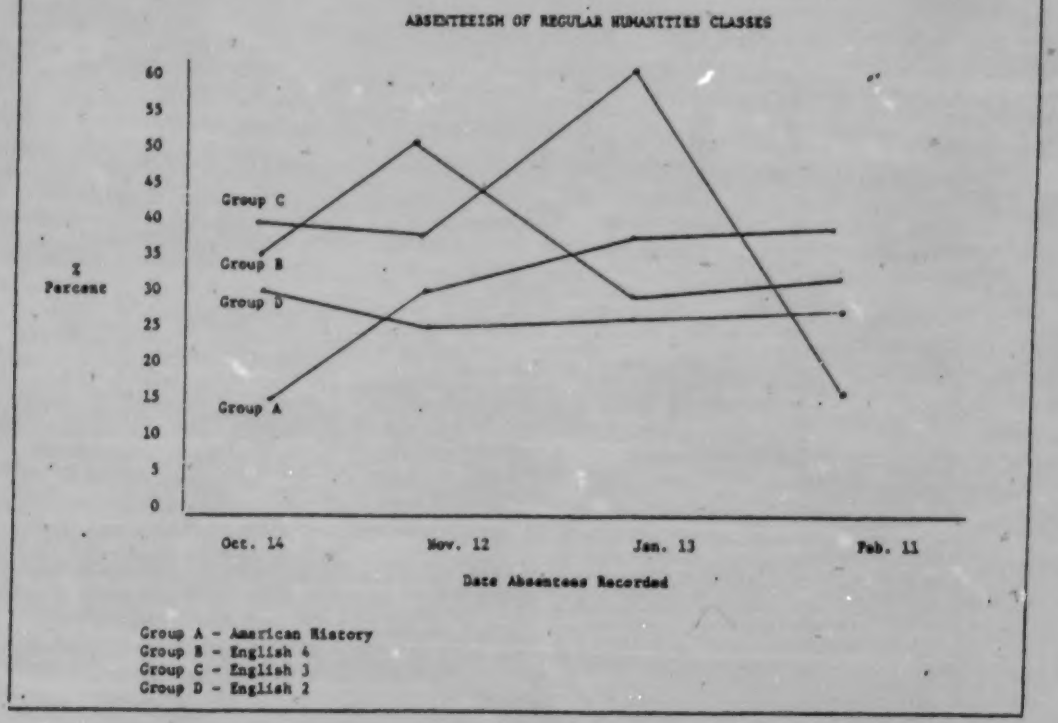
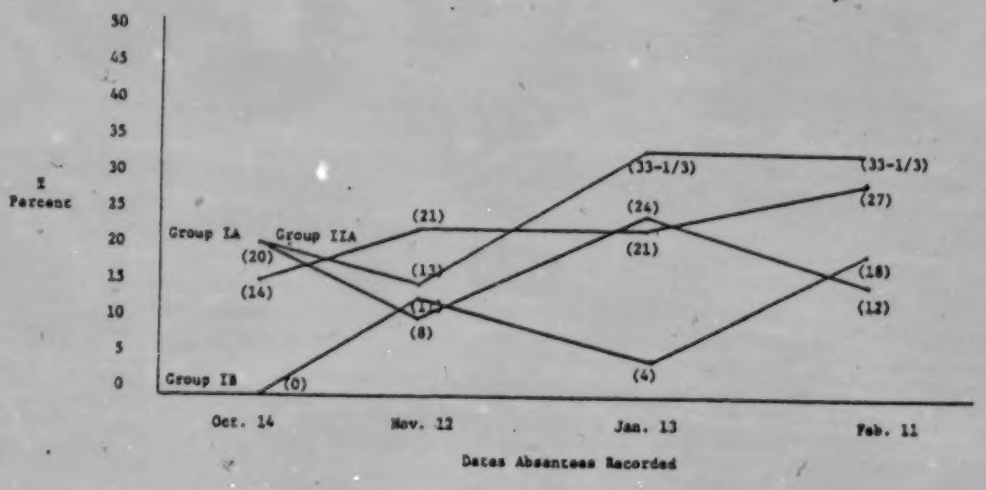


FIGURE 8

ABSENTEEISM OF HUMANISTIC STUDIES (STEP I and II)



Step I - Group IA
Step I - Group IB
Step II - Group IIA
Step II - Group IIB

IMPLICATIONS AND RECOMMENDATIONS

The Findings and Results of this study give implications for the following Recommendations:

1. That the Humanistic Studies Program should continue and be expanded to other students and teachers, however, strategic planning to prevent rapid expansion and program quality losses should be implemented.

2. That teachers and students in the Program be given more opportunities to broaden their experiences.

3. That equal attention be given all cultures to present the facts related to each to students and teachers, rather than dwelling on one or two dominant cultures.

4. That libraries and other resources be provided so that students can experience maximum educational opportunities in the school setting.

5. That this integrated approach to learning be explored at other school levels and for children of other ages..

APPENDIX A

Tables

TABLE 1

HUMANISTIC STUDIES: ACADEMIC AND CULTURAL ENRICHMENT PROGRAM SCHEDULE OF CLASSES

STEP I

PERIOD 2					
Group	Mon.	Tues.	Wed.	Thurs.	Fri.
A	Lit. 711	Art 202	Lit. 711	Lit. 711	Lit. 711
B	S.S. 709	Lit. 702	Art 202	S.S. 709	Lit. 702

PERIOD 3					
Group	Mon.	Tues.	Wed.	Thurs.	Fri.
A	Art 202	S.S. 709	Music G107	S.S. 709	Music G107
B	Lit. 702	Art 202	Music G107	Lit. 702	Music G107

TABLE 1

(CONTINUED)

STEP II

PERIOD 3					
	MON.	TUES.	WED.	THURS.	FRI.
1st WEEK	Historical & Cultural Survey	Lit.	Lit.	Lit.	Lit.
2nd WEEK	Lit.	Lit.	Lit.	Art	Lit.
3rd WEEK	Lit.	Music	Lit.	Lit.	Lit.
4th WEEK	Lit.	Lit.	Lit.	Lit.	Comp. Skills.

TABLE 1

(CONTINUED)

STEP III

PERIOD 3				
Mon.	Tues.	Wed.	Thurs.	Fri.
Music G107	Lit. 702	Art 202	Music G107	Lit. 702

PERIOD 4				
Mon.	Tues.	Wed.	Thurs.	Fri.
Science 702	Phil. 710	Lit. 702	Lit. 702	Art 202

APPENDIX A

Instruments

HUMANISTIC STUDIES: ACADEMIC AND

CULTURAL ENRICHMENT PROJECT

Name of School: _____ Date _____

Instrument #1

Student Questionnaire

Directions: Answer each of the following.

1. In your opinion, what is the purpose of the Humanistic Studies Program?

2. How are the humanities classes different from your other classes?

   a. ____ You always know what is expected of you
   b. ____ Teachers are more helpful
   c. ____ Materials studied are more related to everyday life
   d. ____ My writing and other academic skills improved as a result of being in the class
   e. ____ More reality oriented
   f. ____ Prepares you to make choices better
   g. ____ You really must study to keep up
   h. ____ Work is more challenging.

3. What influence has the program had on your life?

   a. ____ Changed my life goal
   b. ____ Helped me decide to go to college
   c. ____ Helped me change my area of interest for college
   d. ____ Helped me decide not to go to college
   e. ____ Helps me relate better to people
   f. ____ None of the above

4. To what extent is this program suited to your needs as a student?

   a. ____ Helped me improve my reading skills
   b. ____ Helped me improve my writing skills
   c. ____ Helped me improve my grades
   d. ____ Helped me relate better to my teachers
   e. ____ None of the above

5. How has this program met your needs as a person?

6. Are there adequate resource materials for you to find information related to humanities available in the school library?

7. What activities have you engaged in with the program that have helped you develop the following:

___ a. Leadership skills (list activities)

___ b. Decision making skills (list activities)

___ c. Writing skills (list activities)

___ d. Speaking skills (list activities)

___ e. Skill in understanding people of other races and culture (list activities)

___ f. Skill in communicating with people of other cultures (list activities)

___ g. Skill in understanding yourself and your heritage (list activities)

___ h. Other skills

___ i. None of the above

8. Would recommend this program to your friends or other students?

   a. ____ Only if they were high achievers
   b. ____ If they were average achievers
   c. ____ Yes, to all other students and friends

9. Do you feel your assignments have required you to use your ability as a student?

   a. ____ To a greater extent than any other class
   b. ____ To an equal extent as other classes
   c. ____ To a lesser extent than other classes

10. Do you discuss your experiences in humanities with your friends and/or family?

   a. ____ Sometimes
   b. ____ Always
   c. ____ Seldom
   d. ____ Not at all

11. Do you think that you had enough assignments in your humanities classes?

12. Have the humanities courses helped you to appreciate reading materials and knowledge that are not relevant to your community?

13. Have you viewed television shows or mov ies which relate to what you studied in humanities?

   a. ____ Yes. List them.

   b. ____ No

14. What activities and experiences in which you have participated in this program would you like to see change?

15. How has your understanding of and attitude toward art changed as a result of participating in the Humanities Program?

a. ____ I understand and appreciate studying it much more than before.
b. ____ I still don't understand or like art very much.
c. ____ I can study art if it is required in class.

16. In which of the following ways has your understanding of and attitude toward the study of history changed?

a. ____ I like to study history more since participating in this program.
b. ____ I can study history if required to do so in class.
c. ____ I still don't understand or like to study history.

17. How has your understanding of and attitude toward the study of literature changed as a result of participating in the Humanities Program?

a. ____ I understand literature much better and like to read it.
b. ____ I don't understand or like literature.
c. ____ I like some literature.
d. ____ I only study literature if required in class.

18. As a result of participation in this program, which of the following do you like to participate in that you did not participate in before being in this program?

a. ____ Visit an art gallery
b. ____ Attend a concert or symphony
c. ____ Attend a play

19. Do you recommend offering the program to more students?

a. ____ Yes
b. ____ No

Why or why not?

20. Do you think this program should continue next year?

a. ____ Yes
b. ____ No

Why or why not?

21. Would you like to participate in this program next year?

a. ____ Yes
b. ____ No

Why or why not?

HUMANISTIC STUDIES: ACADEMIC AND

CULTURAL ENRICHMENT PROJECT

Name of School: _____ Date _____

Instrument #2

Teacher Questionnaire

Directions: Answer each of the following.

1. What are the objectives of the Humanistic Studies Program?

2. Do you consider this program suited to students?

   a. ____ Of low academic ability
   b. ____ Of average academic ability
   c. ____ Of high academic ability
   d. ____ Of exceptional academic ability

3. What team teaching opportunities have you engaged in this year?

4. Have these opportunities enhanced your teaching effectiveness? How?

5. Which of the following activities have you engaged in this year?

   a. ____ Team Teaching
   b. ____ Trips
   c. ____ Workshops
   d. ____ Conferences
   e. ____ Other

6. Which did you find most helpful? Why?

7. How do you feel about the amount of planning time you were given to prepare for your classes in this program?

a. ____ Not enough time
b. ____ Too much time
c. ____ Not enough time considering the ability of the student
d. ____ Adequate time required for this type of program

8. The writing ability of students participating in your classes in the Humanistic Studies Program compared to students in your other classes

a. ____ Has greatly improved
b. ____ Is much better
c. ____ Is about the same
d. ____ Is not as good

9. The reading ability of students participating in your classes in the Humanistic Studies Program compared to students in your other classes

a. ____ Has greatly improved
b. ____ Is much better
c. ____ Is about the same
d. ____ Is not as good

10. The ability of students in the Humanistic Studies Program to express ideas and thoughts in a logical and consistent manner as compared with other students not in the program

a. ____ Has greatly improved
b. ____ Is much better
c. ____ Is about the same
d. ____ Is not as good

11. The activities of this program which were most supportive to you in your classroom were:

a. ____ Faculty discussions and meetings
b. ____ Workshops
c. ____ Discussions with teachers in my teaching subject area
d. ____ Discussions with teachers in other related subject areas

12. I would recommend expanding this program to include other teachers:

a. ____ In this school
b. ____ In other schools
c. ____ Should remain as is
d. ____ Other. (Explain)

13. What training and other experiences would you recommend for new teachers participating in the program?

a. _____

b. _____

c. _____

14. In your opinion, if the program expanded it should include:

a. ____ Only students of exceptional academic ability
b. ____ Students of high academic ability
c. ____ Students of average and above average ability
d. ____ Students of all academic abilities

15. The skills which students acquire who participate in the Humanistic Studies Program that are different from skills which other students acquire are:

a. _____

b. _____

c. _____

16. The classes for humanistic studies have:

a. ____ Broadened my experiences as a teacher
b. ____ Allowed me to try out new innovative approaches
c. ____ Not given me the opportunity to teach subject matter which I think is vital and important for students

17. I would like to see the following changes to improve the Humanistic Studies Program:

a. _____

b. _____

c. _____

d. _____

18. As a result of my experiences as a teacher in the humanities program my classes are:

a. ____ More formal
b. ____ More structured
c. ____ Less formal
d. ____ Less structured
e. ____ Require more student participation
f. ____ Require less student participation

DIRECTIONS FOR ADMINISTRATION

The following instrument is designed to solicit the opinion and perception of school auxiliary personnel in reference to the Humanistic Studies: Academic and Cultural Enrichment Program. The questionnaire should be given to the principal, assistant principals, counselors, and other auxiliary personnel who are responsible for the students involved in the Humanistic Studies Program.

HUMANISTIC STUDIES: ACADEMIC AND

CULTURAL ENRICHMENT PROJECT

Name of School _____ Position _____

Instrument #4

AUXILIARY PERSONNEL QUESTIONNAIRE

Directions: Answer each of the following:

1. The purpose of the Humanistic Studies Program is

2. What students do you consider this program suitable for?

   a. ____ Students of low academic ability
   b. ____ Students of average academic ability
   c. ____ Students of high academic ability
   d. ____ Students of exceptional academic ability
   e. ____ All students regardless of academic ability

   f. ____ Other _____

3. Students in the Humanistic Studies Program as compared to other students

   a. ____ Are more academically equipped
   b. ____ Show higher academic achievement
   c. ____ Participate in more extra curricular activities
   d. ____ Participate in less extra curricular activities

4. As a result of your observation of and interaction with students in the Humanistic Studies program, these students as compared to other students in your school

   a. ____ Have less truancies and absences
   b. ____ Are seldom tardy
   c. ____ Have less conduct and behavioral problems
   d. ____ Are more enthusiastic about school and learning
   e. ____ Are the leaders of their group
   f. ____ None of the above

   g. ____ Other _____

5. Students participating in the Humanistic Studies Program as compared to other students have the following effect on my job role:

a. ____ Demand more of my time
b. ____ Require more conferences
c. ____ Demand less time
d. ____ Require less conferences
e. ____ Have no effect on my job role

f. ____ Other _____

6. The Humanistic Studies Program has had the following effect on the school:

a. ____ Students in the program require less counselling
b. ____ Students in the program require less parent and teacher conferences
c. ____ Students in the program influence the conduct of other students in the school
d. ____ Students in the program require less supervision
e. ____ Students in the program assist in keeping the school orderly and condusive to learning

f. ____ Other _____

7. Which of the following improvements have you observed in students participating in the Humanistic Studies Program to a greater degree than you have in other students?

a. ____ Improvement in grades
b. ____ Speech has improved
c. ____ More leadership skills
d. ____ No change observed

8. Which of the following changes have you observed in the students participating in the Humanistic Studies Program to a greater degree than in other students?

a. ____ Seem to understand themselves and others better
b. ____ Seem to get along better with peers and classmates
c. ____ Seem to get along better with teachers

9. Which of the following have you observed to a greater degree in parents of students involved in the Humanistic Studies Program than in other parents? (over)

a. ____ Better relationship with the school
b. ____ Parents contact school more about child's academic progress
c. ____ Parents participate more in school activities
d. ____ Parents attend more school functions
e. ____ None of the above

f. ____ Other _____

10. Which of the following changes have you observed in teachers who are in the Humanistic Studies Program?

a. ____ Teachers are more concerned about the education of students
b. ____ Teachers report less discipline problems
c. ____ Teachers are more cooperative in participating in extra teaching activities
d. ___ Teachers are more closely working group

e. ____ Other _____

11. I would recommend expanding this program to include other teachers and students

a. ____ In this school
b. ____ In other schools
c. ____ Should remain as is
d. ____ Other (Explain)

12. What training and other experiences would you recommend for new principals, counselors, and teachers participating in the program?

a. _____

b. _____

c. _____

13. In your opinion, if the program expanded it should include:

a. ____ Only students of exceptional academic ability
b. ____ Students of high academic ability
c. ____ Students of average and above average ability
d. ____ Students of all academic abilities

14. The skills which students who participate in the Humanistic Studies Program acquire that are different from skills which other students acquire are

a. _____

b. _____

c. _____

15. I would like to see the following changes to improve the Humanistic Studies Program:

a. _____

b. _____

c. _____

d. _____

HUMANISTIC STUDIES: ACADEMIC AND

CULTURAL ENRICHMENT PROJECT

Dear Parent:

The attached questionnaire is designed for parents of students participating in the "Humanistic Studies Program." It is an opportunity for you to express your opinion of the usefulness of the program to your child as well as the effects of the program on him or her.

Please read each question carefully and write your answer.

HUMANISTIC STUDIES: ACADEMIC AND

CULTURAL ENRICHMENT PROJECT

Name of School _____ Student Grade Level _____

PARENT QUESTIONNAIRE

Instrument #3
Directions: Please give your answers to the following:

1. What do you think is the purpose of the Humanistic Studies Program?

2. Does your child seem more enthusiastic about school as a result of participating in the program?

   a. ____ Yes b. ____ No c. ____ No change observed

3. Does your child talk more about:

   a. ____ New books which he/she has read
   b. ____ The assignments he/she has to do in literature, history, art, or music
   c. ____ The trips which he/she has taken this year
   d. ____ The interesting people who visited the humanities class
   e. ____ How the humanities class has prepared him/her to go to college
   f. ____ None of the above

4. Do you feel that the experiences provided your child in the Humanistic Studies Program have

   a. ____ Helped reduce truancy and absences for your child from school
   b. ____ Reduced tardiness for your child
   c. ____ Improved your child's attitude toward school
   d. ____ Other _____
   e. ____ None of the above

5. Which of the following academic improvements have you observed in your child as a result of participation in the Humanistic Studies Program?

a. ____ Improvement in grades
b. ____ Writing skills improved
c. ____ Speech has improved
d. ____ Reads more
e. ____ Better study habits
g. ____ None of the above
f. ____ No change observed

6. Which of the following changes have you observed in your child's attitude as a result of participation in the Humanistic Studies Program?

a. ____ Seems to understand himself/herself better
b. ____ Seems to understand others better
c. ____ Seems to get along better with peers and classmates
d. ____ No change observed
e. ____ None of the above

7. Which of the following changes in your relationship with the school have occurred as a result of your child's participation in the Humanistic Studies Program?

a. ____ I feel freer to call teachers to discuss my child's progress.
b. ____ I participate more in school activities.
c. ____ I take trips with the children.
d. ____ I attend most school functions.
e. ____ I have less communication about school problems related to my child.

8. What interests have been stimulated in you and your family as a result of your child's participation in the Humanistic Studies Program?

a. ____ My interest in plays and cultural attractions has increased.
b. ____ My family attends more theater performances.
c. ____ My family's interest in art has increased.
d. ____ My family's interest in history has increased.
e. ____ None of the above.
f. ____ Other _____

9. What new activities would you like to see to improve the Humanistic Studies Program?

10. What suggestions do you have for involving more parents and community members in the Humanistic Studies Program?

HUMANISTIC STUDIES: ACADEMIC AND

CULTURAL ENRICHMENT PROJECT

PROGRAM DATA FORM

This form is designed to solicit information on the specific activities which have been implemented by the Humanistic Studies: Academic and Cultural Enrichment Project. It should be completed by the Director or Coordinator of the project. Please give your complete answer to each of the following questions.

1. List specific trips taken by each teacher subject area in the Humanistic Studies Project.

Teacher	Trip	Purpose	Staff Participating	Parents Participating	Teacher Subject Area	No. of Students Participating	Program Step

2. List each visitor and consultant to classrooms of the Humanistic Studies Program this year.

Visitor/ Consultant	Purpose	Teacher Subject Area	No. of Students	Others Attending	Program Step	Results and Follow-up

3. List specific workshops and conferences held for teachers and other personnel associated with the Humanistic Studies Program.

Workshop/Session	Purpose	Persons Participating	Date	Results	Presentations

4. List the staff and auxiliary personnel of the Humanistic Studies Program and a description of the role of each in the Program.

Staff Position	Role	Years in Program

5. What specific academic contents and assignments (Teacher Logs) were students exposed to in each class in the Humanistic Studies Program?

6. What plans have been recommended for expansion of the Program?

7. What in-house evaluations of program effectiveness have taken place?

8. What pre-service or in-service training would be necessary for inclusion of more teachers in the schools in the program?

9. What provisions would be necessary for inclusion of more students or more schools in the Program?

10. What specific teaching materials have been developed by the Program this year?

11. What staff meetings have been held this year?

Meeting	Purpose	Date

12. List all program activities and purpose and results and follow-up which have occurred this year in the Program.

Activity	Purpose	Date	Results	Follow-up

APPENDIX B

Results of Data Tabulations and Codification

APPENDIX B

1. Results of Student Data Tabulations
2. Results of Teacher Data Tabulations

STUDENT QUESTIONNAIRE DATA TABULTION RESULTS

QUESTION #1: In your opinion, what is the purpose of the Humanistic Studies Program?

Responses:	TOTALS		STEP 1		STEP 2		STEP 3	
	N	%	N	%	N	%	N	%
a. Preparation for college	28	29	24	33	10	27	4	28
b. Developing Reading and Writing skills	9	10	3	7	5	13	1	11
c. Enrichment in Art, Literature, History, History, Science, etc.	12	13	3	7	8	21	1	11
d. Greater Understanding and Exposure to Culture	26	28	19	45	4	10	3	22
e. Preparation for the future	14	15	6	14	7	18	1	11

A total of 12 to 14 various responses were given to this question by students at each level. The most frequently occurring responses are presented. Further analysis of additional responses will be given in the final report. Students could give several responses to this question.

QUESTION #2: How are the humanities classes different from your other classes?

Responses:	TOTALS		STEP 1		STEP 2		STEP 3	
	N	%	N	%	N	%	N	%
a. You always know what is expected of you	36	36	20	48	12	31	4	22
b. Teachers are more helpful	28	28	16	38	10	27	2	11
c. Materials studied are more related to everyday life	27	27	18	43	5	13	4	22
d. My writing and other academic skills improved as a result of being in the class	52	53	24	57	23	59	5	28
e. More reality oriented	22	22	14	33	4	10	4	22
f. Prepares you to make choices better	30	30	29	48	6	15	4	22
g. You really must study to keep up	62	63	30	71	24	61	11	62
h. Work is more challenging	70	71	29	69	30	77	11	61

QUESTION #3: What influence has the program had on your life?

Responses:	TOTALS		STEP 1		STEP 2		STEP 3	
	N	%	N	%	N	%	N	%
a. Changed my life goal	5	52	5	12	-	-	-	-
b. Helped me decide to go to college	11	11	7	17	6	15	2	11
c. Helped me change my area of interest for college	8	8	6	14	2	5	-	-
d. Helped me decided not to go to college	-	-	-	-	-	-	-	-
e. Helps me relate better to people	41	41	23	55	13	33	5	28
f. None of the above	57	58	12	29	20	51	8	44

QUESTION #4: To what extent is this program suited to your needs as a student?

Responses:	TOTALS		STEP 1		STEP 2		STEP 3	
	N	%	N	%	N	%	N	%
a. Helped me improve my reading skills	51	52	26	62	20	51	5	28
b. Helped me improve my writing skills	56	57	23	55	26	67	7	39
c. Helped me improve my grades	11	11	9	21	2	5	-	-
d. Helped me relate better to my teachers	16	16	9	21	6	15	1	6
e. None of the above	16	16	9	14	5	13	5	28

QUESTION #5: How has this program met your needs as a person? The most frequently occurring responses for this question are recorded here. Additional responses will be analyzed and reported in the final report.

Responses:	TOTALS		STEP 1		STEP 2		STEP 3	
	N	%	N	%	N	%	N	%
a. Improve Academic Skills	13	14	5	12	6	16	2	17
b. More Articulate	4	5	2	5	1	2	1	8
c. Understanding of self and others	12	11	8	19	3	8	1	8
d. Realistic Outlook on life	10	9	4	10	4	10	2	17
e. Self Development	5	4	2	5	2	5	1	8
f. Preparation for the future	10	9	4	10	5	13	1	8

QUESTION #6: Are there adequate resource materials for you to find information related to humanities available in the school library?

Responses:	TOTALS		STEP 1		STEP 2		STEP 3	
	N	%	N	%	N	%	N	%
a. Yes	23	23	12	24	11	28	-	-
b. No	39	39	9	21	20	51	10	-
c. No response	17	17	-	-	-	-	-	-
d. Sometimes	7	7	4	10	3	8	-	-
e. Never used the library	9	9	8	19	1	2	-	-
f. Don't know	4	4	4	10	-	-	-	-

QUESTION #7: What activities have you engaged in with the program that have helped you develop the following:

Responses:	TOTALS		STEP 1		STEP 2		STEP 3	
	N	%	N	%	N	%	N	%
a. Leadership skills	23	23	12	29	8	19	3	17
b. Decision making skills	15	15	9	21	3	7	3	17
c. Writing skills	59	60	27	64	27	64	5	28
d. Speaking skills	40	40	18	43	18	46	4	22
e. Skill in understanding people of other races and culture	35	35	16	38	11	28	8	44
f. Skill in communicating with people of other races and culture	15	15	3	7	5	13	7	39
g. Skill in understanding yourself and your heritage	24	24	15	36	7	18	2	11
h. Other skills	14	14	10	24	4	10	-	-
i. None of the above	11	11	3	7	5	13	3	17

QUESTION #8: Would you recommend this program to your friends or other students?

Responses:	TOTALS		STEP 1		STEP 2		STEP 3	
	N	%	N	%	N	%	N	%
a. Only if they were high achievers	39	39	10	24	20	51	9	50
b. If they were average achievers	19	19	9	21	8	21	2	11
c. Yes, to all other students and friends	34	34	25	60	7	18	2	11

QUESTION #9: Do you feel your assignments have required you to use your ability as a student?

Responses:	TOTALS		STEP 1		STEP 2		STEP 3	
	N	%	N	%	N	%	N	%
a. To a greater extent than any other class	75	76	34	81	32	82	9	58
b. To an equal extent as other classes	15	15	7	17	3	8	5	28
c. To a lesser extent than other classes	2	2	1	2	1	12	-	-

QUESTION #10: Do you discuss your experiences in humanities with your friends and/or family?

Responses:	TOTALS		STEP 1		STEP 2		STEP 3	
	N	%	N	%	N	%	N	%
a. Sometimes	57	58	28	67	19	49	10	56
b. Always	20	20	13	31	7	18	-	-
c. Seldom	12	12	1	2	7	18	4	22
d. Not at all	3	3	-	-	3	8	-	-

QUESTION #11: Do you think that you had enough assignments in your humanities classes?

Responses:	TOTALS		STEP 1		STEP 2		STEP 3	
	N	%	N	%	N	%	N	%
a. Yes	82	83	39	93	29	74	14	78
b. No	10	10	-	-	3	8	4	22
c. Too many	10	27	3	7	10	27	-	-

QUESTION #12: Have the humanities courses helped you to appreciate reading materials and knowledge that are not relevant to your community

Responses:	TOTALS		STEP 1		STEP 2		STEP 3	
	N	%	N	%	N	%	N	%
a. Yes	62	63	30	71	30	77	12	78
b. No	25	25	12	29	7	18	-	-
c. No response	12	12	-	-	2	5	-	-

QUESTION #13: Have you viewed television shows or movies which relate to what you studied in humanities?

Responses:	TOTALS		STEP 1		STEP 2		STEP 3	
	N	%	N	%	N	%	N	%
a. Yes	61	62	23	55	30	77	8	44
b. No	20	20	12	29	5	13	3	17
c. Unanswered	18	18	7	17	-	-	7	39

QUESTION #14: What activities and experiences in which you have participated in this program would you like to see changed?

Responses:	TOTALS		STEP 1		STEP 2		STEP 3	
	N	%	N	%	N	%	N	%
a. More trips related to program	29	30	19	45	8	19	2	10
b. Nothing	19	18	7	17	10	24	2	10
c. Rules too strict	4	5	2	5	2	1	-	-
d. Less reading, more discussions	8	9	4	9	4	10	-	-

QUESTION #15: How has your understanding of and attitude toward art changed as a result of participating in the Humanities Program?

Responses:	TOTALS		STEP 1		STEP 2		STEP 3	
	N	%	N	%	N	%	N	%
a. I understand and appreciate studying art much more than before	52	53	27	64	15	38	10	56
b. I still don't understand of like art much more	14	14	4	10	9	23	1	6
c. I can study art if it is required in class	25	25	10	24	15	38	-	-

QUESTION #16: In which of the following ways has your understanding of and attitude toward the study of history changed?

Responses:	TOTALS		STEP 1		STEP 2		STEP 3	
	N	%	N	%	N	%	N	%
a. I like to study history more since participating in this program	34	34	20	48	10	27	4	22
b. I can study history if required to do so in class	45	45	15	36	22	56	8	44
c. I still don't understand or like to study history	11	11	5	12	5	13	1	6

QUESTION #17: How has your understanding of and attitude toward the study of literature changed as a result of participating in the Humanities Program?

Responses:	TOTALS		STEP 1		STEP 2		STEP 3	
	N	%	N	%	N	%	N	%
a. I understand literature much better and like to read it	40	40	19	45	11	28	10	56
b. I don't understand or like literature	4	4	3	3	1	2	-	-
c. I like some literature	43	43	20	48	10	45	5	28
d. I only study literature if required in class	13	13	5	12	6	15	2	11

QUESTION #18: As a result of participation in this program, which of the following do you like to participate in that you did not participate in before in this program?

Responses:	TOTALS		STEP 1		STEP 2		STEP 3	
	N	%	N	%	N	%	N	%
a. Visit an art gallery	29	29	13	31	10	27	6	33
b. Attend a concert or symphony	17	17	7	17	5	13	5	28
c. Attend a play	61	62	25	60	28	72	8	44

QUESTION #19: Do you recommend offering the program to more students? Why or why not?

Responses	TOTALS		STEP 1		STEP 2		STEP 3	
	N	%	N	%	N	%	N	%
a. Yes	81	82	37	88	30	87	14	18
b. No	15	14	5	12	6	15	4	22

Some of the most frequently occurring reasons give by students for recommending or not recommending the program to more students were as follows:

1. Good for developing students' skills
2. Very good program
3. Good preparation if student plans to go to college
4. Interesting program
5. Students need more exposure
6. Program too big (too many students)

QUESTION #20: Do you think this program should continue next year? Why or why not?

Responses:	TOTALS		STEP 1		STEP 2		STEP 3	
	N	%	N	%	N	%	N	%
a. Yes	86	87	37	88	34	87	15	83
b. No	13	13	15	12	5	13	3	17

Most frequently occurring reasons give by students were:

1. Helpful for college preparation
2. Everybody <u>needs</u> it
3. Gives one the ability to understand oneself
4. Interesting

QUESTION #21: Would you like to participate in this program next year? Why or why not?

Responses:	TOTALS		STEP 1		STEP 2		STEP 3	
	N	%	N	%	N	%	N	%
a. Yes	71	72	32	76	29	74	10	56
b. No	28	28	10	24	10	24	8	44

TEACHER QUESTIONNAIRE DATA TABULATION RESULTS

QUESTION #1: What are the objectives of the Humanistic Studies Program?

Responses:

a. To instill high academic standards
b. To provide rich intellectual and cultural experiences
c. To develop multiethnic appreciation
d. To develop value system relevant and moral
e. To develop humane approach to humanities
f. To facilitate learning in the basic skill areas
g. To prepare student for college
h. To help student transcend his own narrow environment
i. To help student make important and critical decisions to survive in a world which must serve mankind
j. To develop aesthetic understanding -- a work of art, musical composition
k. To improve attendance and standardized test results
l. To provide field trips and experiences (concerts) that will reinforce subject matter that is taught
m. To prepare the academically talented student to compete with his peers
n. To provide the student with a complete picture of a given period so that the history, literature, art and music show a total relationship
o. To enable students to think, reason logically, debate, question and present daily happenings
p. To provide cultural exchanges that will make student aware of others outside of his local community

QUESTION #2: Do you consider this program suited to students?

Responses:

	N	%
a. Of low academic ability	-	-
b. Of average academic ability	-	-
c. Of high academic ability	7	100
d. Of exceptional academic ability	1	14

QUESTION #3: What team teaching opportunities have you engaged in this year?

Responses:

a. British and Third World Literature
b. Philosophy, Current Events in Literature
c. Plan beforehand general content and area, techniques and methods. Planning after evaluation techniques
d. Very little -- planning only -- this requires expansion and great improvement
e. Brought music of the Victorian age to Step II students whom I do not teach
f. Introduction of a unit of work

QUESTION #4: Have these opportunities enhanced your teaching effectiveness? How?

Responses:

a. Team teaching has allowed me to observe other teachers' approaches and techniques, new ideas
b. It was necessary to do research and collect appropriate materials
c. Yes, students receive a more immediate and broader picture of subject matter on ideas
d. Raised my morale
e. Given opportunity for self assessment
f. Increased rapport with teachers and students
g. Created enthusiasm

QUESTION #5: Which of the following activities have you engaged in this year?

Responses:

	N	%
a. Team Teaching	5	70
b. Trips	6	84
c. Workshops	4	56
d. Conferences	6	84
e. Other	2	28

QUESTION #6: Which did you find most helpful? Why?

Responses:

a. The exchange trip to Connecticut -- I had the opportunity to observe our students in a totally different environment
b. Planning sessions -- guidelines, techniques, problems are reviewed. I was able to function more effectively.
c. Conferences with visiting consultants provided me with needed material and information.
d. Trip to 1776 with Step 1 students gave me a clearer view of events leading up to the signing of the Declaration of Independence. The students were motivated to write songs about it.
e. Trips provided students with immediate experiences (paintings, musical compositions, plays).
f. Field trips -- sharpened insight, improved oral and written work.
g. Workshops -- presented fuller understanding of the Humanities program; showed the interrelatedness of all disciplines.
h. I learned how to plan.

QUESTION #7: How do you feel about the amount of planning time you were given to prepare for your classes in this program?

Responses:	N	%
a. Not enough time	3	46
b. Too much time	-	-
c. Not enough time considering the ability of the student	2	28
d. Adequate time required for this type of program	1	14

QUESTION #8: The writing ability of students participating in your classes in the Humanistic Studies Program compared to students in your other classes.

Responses:	N	%
a. Has greatly increased	1	14
b. Is much better	4	56
c. Is about the same	-	-
d. Is not as good	-	-

QUESTION #9: The reading ability of students participating in your classes in the Humanistic Studies Program compared to students in your other classes.

Responses:	N	%
a. Has greatly improved	1	14
b. Is much better	5	70
c. Is about the same	-	-
d. Is not as good	-	-

QUESTION #10: The ability of students in the Humanistic Studies Program to express ideas and thoughts in a logical and consistent manner as compared with other students not in the program

Responses:	N	%
a. Has greatly improved	1	14
b. Is much better	6	84
c. Is about the same	-	-
d. Is not as good	-	-

QUESTION #11: The activities of this program which were most supportive to you in your classroom were:

Responses:	N	%
a. Faculty discussions and meetings	5	70
b. Workshops	2	28
c. Discussions with teachers in my teaching subject area	1	14
d. Discussions with teachers in other related subject areas	6	84

QUESTION #12: I would recommend expanding this program to include other teachers.

Responses:	N	%
a. In this school	4	56
b. In other schools	6	84
c. Should remain as is	-	-
d. Other (Explain)	1	14

Explanation: Some disciplines in order to be very effective require additional teachers. The nature of social studies is one of those areas.

QUESTION #13: What training and other experiences would you recommend for new teachers participating in the program?

Responses:

a. Workshops, orientation, study of syllabi, thorough knowledge of subject matter, knowledge of all subject areas
b. Course work, team teaching with an experieced teacher
c. Visitations, consultants in specific disciplines
d. In-depth inter-staff discussions to develop sound approach
e. Prior participation in team teaching
f. Working knowledge of resources available in D.C. and other places to augment the teaching experience and learning experience.

QUESTION #14: In your opinion, if the program is expanded, it should include:

Responses:	N	%
a. Only students of exceptional academic ability	-	-
b. Students of high academic ability	5	70
c. Students of average and above average ability	3	42
d. Students of all academic abilities	-	-

QUESTION #15: The skills which students acquire who participate in the Humanistic Studies Program that are different from skills which other students acquire are:

Responses:

a. Ability to analyze
b. Ability to verbalize
c. Ability to conceptualize
d. Ability to see the interrelationships of man with everything about him
e. Improve reading and writing skills
f. Skills in writing research papers
g. General level of work more difficult
h. Critical thinking, knowledgeable self-expression via art or music. More self discipline and self motivation needed
i. Articulation of thoughts and greater consideration of value judgements. Ability to examine and interpret paintings or music.

QUESTION #16: The classes for Humanistic Studies have:

Responses:	N	%
a. Broadened my experiences as a teacher	5	70
b. Allowed me to try out new innovative approaches	4	56
c. Not given me the opportunity to teach subject matter which I think is vital and important for students	-	-

QUESTION #17: I would like to see the following changes to improve the Humanistic Studies Program:

Responses:

a. More team teaching and teacher planning time
b. De-emphasize the linear, sequential curriculum with more stress on specific concepts and ideas
c. Greater in-put from teachers that are not a formal part of the Humanities staff
d. More trips out of the building
e. Business meetings should be held at times other than planning periods
f. A parent-student conference period
g. A period for composition and related skills
h. Foster less complicated way of getting money for books, supplies, stipends, etc.
i. More supplies and equipment
j. More course time allotment
k. Step II students continue music and art
l. More visiting consultants
m. An additional social studies teacher
n. A section in the school library expressly for humanities material
o. The inclusion of more multi-media use.

QUESTION #18: As a result of my experiences as a teacher in the Humanities Program my classes are:

Responses:	N	%
a. More formal	-	-
b. More structured	1	14
c. Less formal	3	42
d. Less structured	-	-
e. Require more student participation	5	70
f. Require less student participation	-	-

APPENDIX C

Data Results for Formative (In-House) Evaluation

ANALYSIS AND INTERPRETATION OF DATA COLLECTED FROM THE HUMANITIES EVALUATION QUESTIONNAIRE
(Given February 26, 1976)

In comparing the literature of Step II with that of Step I, forty-five percent of the respondents indicated that Step II demands more time for study. Forty percent of the respondents indicated that the work in Step II was more varied in content than in Step I. While over half of the students felt that the work in Step II was more thought provoking, forty-eight percent of the students viewed the work as less related to present human concerns.

The themes of the course are very helpful in enlarging the students' concept of the universe and of man as indicated by a sixty percent response. Forty percent of the students found the themes readily understandable.

On a scale of 1-5 with 1 the highest, the students ranked each of the following on the basis of its frequency in the course: literature, 65% indicated 1; historical background, 38% indicated 3; art, 68% indicated 5; music, 68% indicated 5; composition, 40% indicated 2; and trips, 60% indicated 1. Over half (55%) of the respondents felt that there should be more trips in Step II.

Although fifty-eight percent of the students indicated that they thought the amount of written work in the course was

HUMANITIES -- STEP 1

Date	Group A No. Absent	Group A No. Present	Group A % Absent	Group B No. Absent	Group B No. Present	Group B % Absent
14 Oct. 75	5	20	20	0	28	0
12 Nov. 75	2	23	8	3	25	11
13 Jan. 76	6	19	24	1	27	4
11 Feb. 76	3	22	12	5	23	18

HUMANITIES -- STEP II

Date	Group A No. Absent	Group A No. Present	Group A % Absent	Group B No. Absent	Group B No. Present	Group B % Absent
14 Oct. 75	6	24	20	4	25	14
12 Nov. 75	4	26	13	6	23	21
13 Jan. 76	10	20	33-1/3	6	23	21
11 Feb. 76	10	20	33-1/3	8	21	27

Results of Findings (Selected Group of Classes)

	Date	Subject	No. Present	No. Present	% Absent
I	14 Oct. 75	American History	8	33	19
	12 Nov. 75	American History	11	30	27
	13 Jan. 76	American History	15	26	37
	11 Feb. 76	American History	15	26	37
II	14 Oct. 75	English 4	13	23	33
	12 Nov. 75	English 4	18	18	50
	13 Jan. 76	English 4	10	26	28
	11 Feb. 76	English 4	12	24	33-1/3
III	14 Oct. 75	English 3	13	20	39
	12 Nov. 75	English 3	11	22	33-1/3
	13 Jan. 76	English 3	19	14	58
	11 Feb. 76	English 3	8	25	24
IV	14 Oct. 75	English 2	12	29	29
	12 Nov. 75	English 2	10	31	24
	13 Jan. 76	English 2	11	30	27
	11 Feb. 76	English 2	11	30	27

sufficient, over half (55%) of the students indicated that their written work suffered most in the areas of grammatical faults and word usage (40%). Sixty-three percent of the students indicated that for greater competence and confidence in their writing they needed more individual attention in preparation and revision of their papers. Also forty-five percent of the students indicated that more class instruction on essay writing would be helpful in developing competence and confidence in their writing.

The method of teaching most often used in the classes of Step II is that of individual reports as indicated by a 40% response. Thirty-eight percent of the students have never used the following methods in their classes: collages, original poem, sketches, parodies, paraphrases, or reciting memorized passages.

Twenty-three percent of the students indicated that Humanities, Step II would be of value to them as far as becoming a sympathetic tolerant human being. As for its value in soul searching and self analysis, twenty-three percent indicated little value. Twenty-eight percent of the students responding felt that Step II would be of value to them as college students and over half (85%) intend to continue in the program next year.

RESULTS OF ATTENDANCE COMPARISON

This study was made to compare the attendance of students enrolled in the Humanities Program at Woodson High School with students in comparable classes during periods 2 and 3 (the class periods that Steps I and II are in session). Four classes, three English and one American History were arbitrarily selected for this comparison. The dates chosen to make the comparison in attendance were: Tuesday, October 14, 1975; Wednesday, November 1 , 1975; Tuesday, January 13, 1976; and Wednesday, February 11, 1976. The month of December, 1975 was omitted because many students leave school to work for the Christmas holidays.

N = 40

EVALUATION-STEP II HUMANITIES

Please use a check ( ) to indicate your response except where you are asked to do differently.

1. In comparing the literature of Step II to that in Step I do you find the work being studied now:

   a. Demands more time for study? 45%
   b. Demands less time for study? 0
   c. Demands the same time for study? 30%

2. Making the same comparison, do you find the work being studied now:

   a. More varied in content? 40%
   b. Less varied in content? 15%
   c. The same? 23%

3. Do you find the work in Step II:

   a. More thought provoking? 60%
   b. Less thought provoking? 5%
   c. About the same. 23%

4. Do you find the work in Step II:

   a. More related to present human concern? 8%
   b. Less related to present human concerns? 48%
   c. The same. 30%

5. The themes of the course are:

   a. Too sophisticated (above your ability to understand)? 13%
   b. Readily understandble. 40%
   c. Helpful in enlarging your concept of the universe and of man. 60%

6. On a scale of 1-5 with 1 the highest, how would you rank each of the following on a basis of its frequency in the course.

   a. literature 1 = 65% 2 = 15% 3 = 8% 4 = 5% 5 = 0%
   b. historical background 1 = 13% 2 = 15% 3 = 38% 4 = 15% 5 = 3%
   c. Art 1 = 3% 2 = 0 3 = 0 4 = 10% 5 = 68%
   d. Music 1 = 3% 2 = 3% 3 = 3% 4 = 3% 5 = 68%
   e. composition 1 = 20% 2 = 40% 3 = 23% 4 = 3% 5 = 15%
   f. trips 1 = 6% 2 = 10% 3 = 28% 4 = 35% 5 = 15%

7. In your opinion which of the above need(s) to be emphasized more in the course: (a). (b). (c). (d). (e). (f).
8% 25% 28% 25% 23% 53%

8. Do you think the amount of written work in the course is

a. Too much 38%
b. Too little 0
c. Just enough 58%

9. For which of the following are you most often marked down?

a. Content - 17%
b. Organization - 15%
c. Sentence structure 15%
d. Grammatical faults 15%
e. Spelling 28%
f. Punctuation 25%
g. Neatness 17%
h. Form 15%
i. Punctuation 10%
j. Word usage 40%

10. Whether you like to write or not, do you feel that for greater competence and confidence you need:

a. More outside written assignments 5%
b. More writing in class 13%
c. More class instruction on essay writing 45%
d. More individual attention in preparation or revision of your papers 63%

11. Humanities calls for varied and creative methods of teaching. All of these listed have not so far been feasible in your class. Below are certain groups. Check in each group the method or device that has been used most often in your class.

a. 1 individual 40% reports, 2 small and large group 20% discussion, 3 lectures, 15%
4 none of these. 5%
b. 1 panels, 2 debates, 3 dramatizations (skits, role playing, etc.) 45%
4 none of these. 8%
c. 1 colleges, 2 original poems, sketches, parodies, paraphrases, 25%
reciting memorized passages, 4 none of these. 38%

12. To what extent do you think the course in Stu. I is or will be a value to you? Check your response.

a. As a more sympathetic and tolerant human being-greatly-somewhat-little- not at all. 10% 23% 17% 0%

b. As for soul searching and self analysis greatly-somewhat-little not at all. 8% 20% 23% 0%

c. As a college student: greatly - somewhat - little - not at all. 25% 33% 17% 0%

13. Do you plan to continue in the program next year. Check your response.

Yes ( ) No ( )

85% 8%

14. Please make any comment you wish to add, especially those which may serve as suggestions to improve the cause.

HOWARD D. WOODSON SENIOR HIGH SCHOOL
55th and Eads Streets, Northeast
Washington, D.C. 20019

April, 1976

Dear Humanities Graduate:

You have just gone through one semester of college and have had a few weeks to stretch your limbs and give a long look at your high school experience. We here at Woodson are still reviewing and pruning our program in Humanities. We need your help. Please respond to the questions below and mail your response in the stamped and addressed envelope enclosed. You may write your responses on back.

1. Did your experience in the Humanities help you at all in your personal relations:
   (a) with roomate(s) Circle one
   1 - a great deal 2 - a little 3 - not at all
   (b) with young men and women:
   1 - a great deal 2 - a little 3 - not at all
   (c) with teachers and counselors:
   1 - a great deal 2 - a little 3 - not at all
   Explain your answer to a, b or c.

2. How has the work in Humanities affected your ability to do college work?
   (a) in composition (b) in analytical reading
   (c) in viewing plays and art works
   (d) in listening to music concerts

3. Would your academic achievement in college have been as it is without your experience in Humanities? Explain

4. What was missing in your Humanities course which would have been a great help to you in meeting your college requirements?

5. What work in the Humanities courses are you finding most beneficial to you now? Add a comment if you so desire.

6. How would you rate the Humanistic Studies program for students planning to pursue education beyond high school?

With every good wish for your continued success, I am,

Very sincerely yours,
Marie C. Thompson
Marie C. Thompson, Coordinator
Humanistic Studies

APPENDIX D

Program Description

HUMANISTIC STUDIES:

ACADEMIC AND CULTURAL ENRICHMET

COURSE DESCRIPTION

Woodson Senior High School
Washington, D.C.

JAMES W. CURRY, SR., PRINCIPAL

SPONSORS

E.S.E.A. Title III
National Endowment for the Humanities
National Humanities Faculty

Director - Mrs. Jessie M. Wright
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PREFATORY NOTE

It becomes increasingly clear that public education must of necessity bear a major responsibility for the wholesome moral and spiritual orientation of its students. Supplementing the traditional, if measurably weakened, resources of religion and family, public education must build deliberately into its curricular structure those materials which can assist in the positive emergence of morally sensitive, socially creative concepts, judgments, and tastes within the individual student, soon to be the functioning citizen of society. Subject matter primarily suited to this conditioning is that which is peculiarly the province of Humanities. For it is the initial and ultimate objective of the Humanities that there shall be a positive insemination of meaning and values through a coordinated, intensive presentation of great significant instances of man's creative thrust toward personal and social freedom. In a highly competitive, pluralistic society, it is clearly vital that minority students, especially the disadvantaged, potentially talented ones in our large urban centers, become effectively grounded in such a discipline where rigor and informed perspective on man's cultural and spiritual aspirations contribute toward a healthy, confident ego-awareness, sound, imaginatively original, and practically constructive for personal and social experience. These talented but disadvantaged students can continue to press their just claims for recognition by their quest for technical know-how; they will emerge without challenge, however, if the context and goals of this striving are rooted in the ageless, universal presuppositions of humanistic concern.

Jessie M. Wright, Director
Humanistic Studies: Academic
and Cultural Enrichment

INTRODUCTION

Humanistic Studies is a three-step program involving courses within and beyond the school environment.

Step I: American Studies, is a two-period course open to tenth graders, selected on the basis of junior high school rank, teacher recommendation and parental request. Two themes inform the course: a search for the American identity and a search for Self. This is an interrelated study of the social, economic, political, and cultural forces which define the men who discovered, settled, formed, developed, and expanded this nation to create the "American mystique." It embraces in its study of the American people (the Anglo-European, Amerindian, Afro-American, and Spanish-speaking American) the history, literature, art, music from the Renaissance background to the present through six major units: Renaissance Man; Puritan Man; Revolutionary Man; Frontier Man; Alienated or Exiled Man - The Rise and Fall of the Great American Dream; and Atomic Man. The course yields two Carnegie units.

(The framework for the American Studies is based on a suggestion from Dr. Charles Keller, often referred to as the founder of Humanities in the secondary school, who quoted at a recent Regional Conference on the Humanities in Richmond, Virginia, from an American Studies program in Baton Rouge under the supervision of Dr. Helen Brown).

In American Studies the literature is designed in this manner: Works of major American writers are selected for an in-depth study of the ideas and issues which describe or portray the dominant thought in the development of the American mind. Juxtaposed are works from other writers of the same or a later period who present an opposing or questioning point of view.

The social studies proceeds from a critical examination of what has occurred and is occurring in this country in relation to the ideal of human freedom and dignity as set forth in the bible of American democracy, the Bill of Rights, based as it is on John Locke's natural law:

> The natural liberty of man is to be free from any superior power of earth, and not to be under the will or legislative authority of man, but to have only the law of nature for his rule. The liberty of man in society is to be under no other legislative but that established by consent in the commonwealth; nor under the dominion of any will or restraint of any law, but what that legislative shall enact according to the trust put in it. Freedom, then, is not what Sir Robert Filmer tells us: "A liberty for every one to do what his lists, to live as he pleases, and not to be tied by any laws." But freedom of men under government is to have a standing rule to live by, common to every one of that society, and made by the legislative power erected in it; a liberty to follow my own will in all things, where that rule prescribes not; and not to be subject to the inconstant, uncertain, unknown, arbitrary will of another man: as freedom of nature is to be under no other restraint but the law of nature.[1]

Following the recommendation of American History consultant, Dr. John Anthony Scott, original documents and interviews will supplement texts as bases for much of the course content.

In music, the teacher and students will act as pioneers, experiencing the events of history and attempting to react to them as the people of the times would have reacted. Singing during the early history of our country was a practical part of living. All important and non-important events were reacted to in song. Much can be learned about the feelings, emotions, and strategies of the people by the songs they sang. We shall at times be motivated to create songs about what we arelearning and about how we reactto the learning process. Emphasis shall not be on the quality of speech for we are simply "folk" reacting in a spontaneous folk fashion to the events taking place around us.

The singing will be done by the teacher, guest performers, and/or the class. The instruments to be used will be those that we feel could have normally been used during the time the song was popular.

The art in this study will make extensive use of the local museums and of slides on art history. Students will also have experience with art materials as they try to give expression through creative compositions to a dominant idea on special event occurring in the period.

[1] Elliot & McDonald, Western Political Heritage, (New York: Prentice-Hall, Inc.), p. 569.

HUMANITIES STEP II

OUR LITERARY HERITAGE FROM BRITAIN AND SOME THIRD WORLD VOICES

Step II in Humanistic Studies is designed to give the student a knowledge and appreciation of his literary and cultural heritage. Works from major British writers and some Third World voices (Africa, India, the Carribean--former British possessions) form the body of this course.. The historical context in which the works appeared, the music and art related to the period, and the occasional inclusion of science during some of the units are also projected in a once-a-week session entitled "Historical and Cultural Survey".

As only one period a day has been scheduled for the program so far, great care must be exercised by the teacher staff in selecting material from the syllabus outline and in daily planning for the interdisciplinary team. Emphasis must be given to involvement and experiencing the materials studied.

Free discussion is encouraged and essays (at least eight a semester of about five to eight pages each) are required of each student. Shorter papers-three to five pages-will be written in class. These papers will grow out of the substance of the work studied and include at least two papers a semester of independent study based on some aspect of the course. All papers are kept on file and become teaching devices for individual work with students. A final end-of-the-year examination, essay type, or an annotated paper completes the required work of the course. Other examinations may be given at the discretion of the teacher, but examinations are not an essential part of the program. Objective-type tests are not regarded as adequate measuring tools for performance in the humanities since the primary emphasis is accorded written work in the form of critical review essays and annotated themes.

A library paper, 1000 to 1500 words in length, treating a literary work is due during the third advisory. Students are taught the basic principles of research: selecting and limiting a subject, preparing a bibliography, taking notes and summarizing material, recording and documenting sources, organizing content, and writing the complete paper. Intellectual honesty is stressed.

THE COURSE

The Step II course is structured around three major themes with subthemes. Major British writers who have achieved recognition for generations because of their dominant roles in contributing to world culture and selected writers from former British colonies are studied in the light of these themes:

A. Man in relation to this own Self: the unique individual; the personal dilemma; the individual choice; the mind, emotions, conscience and instincts; self-expression.

B. Man in relation to world and society: social commentary (man's humanity and inhumanity to man); man's view of his own times; man's questions about the world and his own position in it.

C. Man in relation to God and the universe: Efforts to believe and affirm; attitudes toward death; the problem of evil and misery; the sense of a benign or hostile universe (man in relation to nature).

STEP III - WORLD CULTURE

"The unexamined life is not worth living..."
Socrates

Step III, World Culture, is a two-period course open to seniors who have had Step II. This course, multi-ethic and multi-ethnic in content, follows a cultural-epoch, thematic approach in music, art, literature and drams, science and philisophic studies. The science is studied in relation to human values and the philosophy in terms of the currents reflected in the literature. Four themes of universal concern are explored: (1) The Search for Self; (2) The Search for Meaning; (3) The Search for Freedom; and (4) The Search for Values.

In literature and drama, music and art- the three disciplines which interrelate to form the body of any humanities course - these themes direct the selection of materials for the three epochs chosen for study: (1) The Present (roughly the sixteis and seventies); (2) The Ancient (from about 5 B. C. to 1 A. D.); and (3) The Modern (the last half of the twentieth century to the sixties. Teachers in some disciplines may find it necessary to preface the contemporary epoch as defined here with some materials, concepts, or techniques of the late 50's and the modern epoch with some late 19th century works reflecting or contrasting the period to be considered.

The philosophic, psychologic and religious content of the course makes for informed and broader understanding of the dominant thought in the literature and drama being studied in a given epoch.

There is no attempt to study philosophy historically or systematically. Questions in the areas of philosophy, psychology, and religion that are raised by a literary author or describe his concept of reality are given background and further discussion in this supportive course.

The work will be conducted largely through questions, discussions, "handouts," films. Students will keep notebooks and submit short papers - three to five pages - written in and out of class to round up the study of each concept.

A longer investigative paper at the end of the epoch-study may be assigned to conclude this aspect of the work. The paper will deal with a contemporary problem which has provoked consideration in some phase of the interdisciplinary study.

The course in science and human values will focus on present day development in science and technology and the question of values which these developments have evoked. In this program we are committed to the idea that the "homo sapiens" and "homo faber" which seem to satisfy a pragmatic philosophy are not sufficient to encompass ontological man - Man-feeling, Man-insightful, Man in full awareness of Self and capable of self-fulfillment. The course, in Science and Human Values, will build itself largely from day-to-day through the questions and observations raised by alert, inquiring and inspired student interaction.

"Handouts", films, and notebooks will be used in the conduct of the course, which will proceed largely in seminar fashion.

Throughout the entire three steps of the program much emphasis is placed on written composition and all communication skills. The works in literature will be studied in depth and each writer followed by a critical review of one of his works, a library paper, or a creative composition. An original work of art or music may be submitted as a student's response to the literary work studied.

Since Humanities is concerned with ideas and issues, teachers themselves will present briefly any biographical or historical matter which they feel is necessary for the understanding of works being studied. Students in literature are not to be assigned investigations in these areas.

We subscribe in this program to the view stated by Cross, Linden and Lanem in their book Search for Personal Freedom that "all particular philosophies ... are based on the concept of reality which is held at any given time; in various periods of history people agree on a concept of reality. This concept governs life for a time, but always 'comes change', based on some new idea of reality. Thus, though universal and are key words running through the program, it is necessary, too, that we note the difference in emphases and interpretations over any given period which react, better, interact, on the great artists and thinkers in the period.

The course is not set up as core program. There is no superficial contrivance in the selecting of materials, forcing other disciplines to enhance a particular work from a given discipline. Recognition is given to the fact that each artist in his own way - even within a given discipline - makes his independent search. Like wise it is the hope that each student through examining works of different artists will develop a keener and more sensitive appreciation of each work and discipline and a deeper insight into himself.

GENERAL AIMS FOR CLASSES IN ACADEMIC AND CULTURAL ENRICHMENT

1. To gain insight into today's world through an understanding of older cultures;
2. To note the universals in the human spirit and man's continuing search for reality, freedom, and self;
3. To see the relationships of the arts and sciences to the social, economic, political, and cultural forces of an era;
4. To educate one's sense of values toward constructive living in his environment;
5. To understand that the psychic evolvement of man - his emotional and spiritual self - is as important as his scientific and technological progress;
6. To promote an atmoshpere of inquiry, free and wholesome inquiry, in all areas of human involvement, especially those heretofore shunned by reason of traditional biases of cultural or social conditioning.